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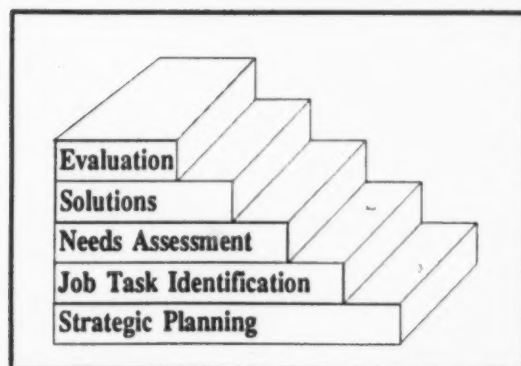
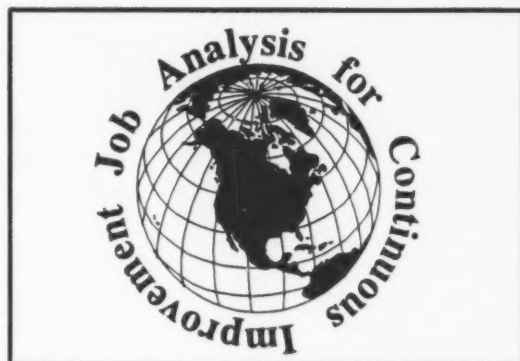
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ABSTRACT

This booklet describes Job Analysis for Continuous Improvement (JACI), a five-step process incorporating strategic planning, job task identification, needs assessment, solutions, and evaluation. The JACI was developed as a result of a collaboration between the Minnesota Technical College System and 3M's Corporate Plant Engineering Services Division. The booklet outlines each of the steps in the job analysis process and lists its uses, outputs, and benefits. A sample job task identification chart for the occupation of secretary is included. (MN)

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JOB ANALYSIS FOR CONTINUOUS IMPROVEMENT



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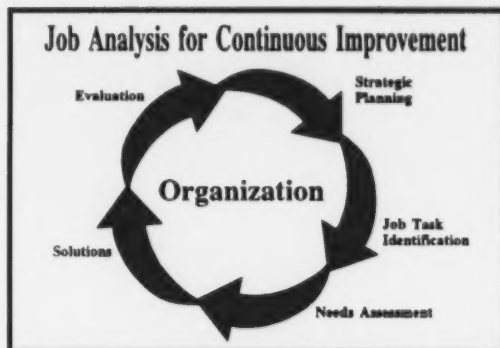
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JOB ANALYSIS FOR CONTINUOUS IMPROVEMENT

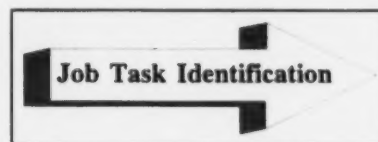


Job Analysis for Continuous Improvement is a five-step process incorporating Strategic Planning, Job Task Identification, Needs Assessment, Solutions, and Evaluation.

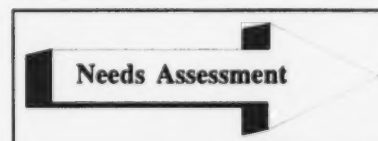
The Job Analysis for Continuous Improvement process is the result of a two and one-half year collaboration between the Minnesota Technical College System and 3M's Corporate Plant Engineering Services Division. The project started as an effort to identify plant maintenance training needs. The result of the collaboration is a five-step process for continuous improvement for both private and public sector organizations.



The five step process begins with *strategic planning*. The strategic plan sets the tone and framework for job analysis. Included are the mission, vision, values, goals, and action plan for the organization. It is important that training be included as one of the organizational goals.

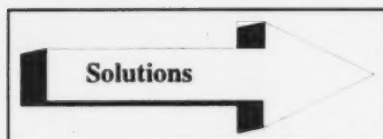


Job task identification is the second step of the process and key to the collection of data on the jobs to be analyzed. During job task identification a committee of expert workers develops a working definition along with the duties and tasks for the job. The team of experts also identifies the knowledge, skills, behaviors, attitudes, terminology, special equipment, and safety requirements as they relate to the key tasks within each duty area. The output is a job task identification chart. Other employees performing the same or similar jobs verify the chart. The leadership of the organization reviews the chart in view of regulatory mandates and the long-range plans for the job and the organization. The leaders and the expert workers agree upon a job task identification consensus.

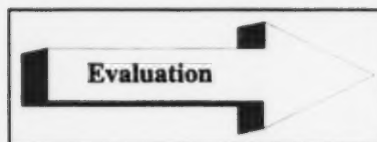


The *needs assessment* uses data from the job task analysis consensus chart to identify the needs of individual workers and the organization. The purpose of the needs assessment is to identify the preferred level of competence needed to perform the job, evaluate the level of competence of individual employees or applicants for this job, determine the gap between preferred and individual competence, and analyze the

resulting data. Once these data have been gathered and analyzed, an individual training plan is developed for the employee. In addition, the compilation of the individual gaps can be used to determine the training needs of the organization.



The fourth step of the process involves identifying *solutions* to address the needs identified in the needs assessment. First, training and non-training problems must be addressed. For those problems appropriately addressed by training, a search for resources within the organization, training offered by vendors, and training offered by higher education institutions is made. If no existing training resource can be identified to address a need, a training task analysis is completed to identify the steps for each task on the job task identification chart for this job. The curriculum can then be designed with valid input.



Evaluation is an ongoing and continuous part of the job analysis process. Evaluation is tied back to the strategic plan through the organizational goals. It is also tied back to the needs assessment to see if the needed skills and competencies are being attained by individual employees.

For more information on Job Analysis for Continuous Improvement contact:

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Uses

for the Job Analysis Process

- Position Descriptions
- Re-engineering
- Job Realignment
- ISO-9000 Certification
- ADA Compliance
- Documented Safety Requirements
- Comparable Worth

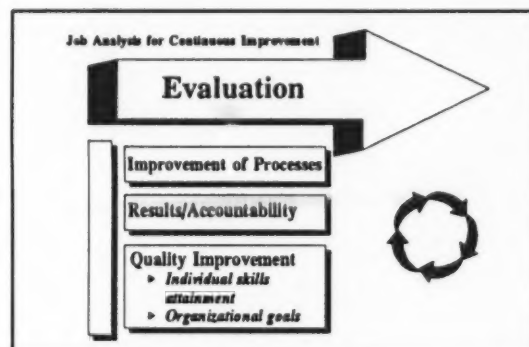
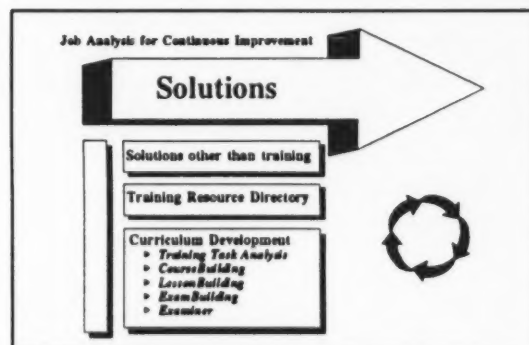
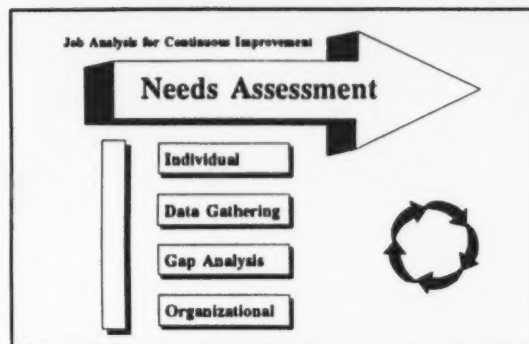
- Strategic Plan
- Valid Data on Job Duties/Tasks/Steps
- Job Task Identification Chart
- Individual Training Plans
- Gap Analysis Chart
- Organizational Training Plan
- Inventory of Training

Outputs

of the
Job
Analysis
Process

Benefits of Job Analysis

- Employee Ownership of the Process
- Visual Documentation for Presentations
- Systematic Approach to Organization Development
- Valid Data on Job Duties/Tasks/Skills/Attitudes
- Simplifies Revision of Job Descriptions
- Documentation for Compliance
 - ISO-9000, ADA, OSHA, etc.
- Identify Just-In-Time Training Needs



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- Identify Just-in-Time Training Needs

Job Analysis for Continuous Improvement



***Job Task Identification Chart for
Secretary***

Expert Committee:

Barbara Miller
Linda Neudahl
Barbara Peterson

Facilitator:

Barbara Herrmann

Site:

State Board of
Technical Colleges

Dates:

Created: August 26, 1993
Verified: Not completed
Consensus: Not completed
Validated: Not completed

JOB TASK IDENTIFICATION CHART

Job: Secretary
Site: State Board of Technical Colleges, Capitol Sq Bldg. 550 Cedar Street, St. Paul, MN 55101
Facilitator(s): Barbara Herrmann
Date: August 26, 1993

WORKING DEFINITION:

A Secretary provides support to individuals by managing the office, producing written communication, scheduling activities, prioritizing tasks, and serving as a member of a team to accomplish the goals of the organization.

Minnesota Technical College System

Duties	← Tasks →									
Provide internal/ external customer service	Demonstrate human relations skills A-1	Exhibit professionalism A-2	Answer requests *A-3	Screen calls A-4	Return messages A-5	Greet customers A-6				
Manage office	Order supplies B-1	Answer phone requests *B-2	Set priorities *B-3	Maintain filing system B-4	Maintain office equipment B-5	Process forms B-6	Oversee budget B-7	Inservice new employees B-8	Support meetings (minutes) B-9	Set-up specialized communications B-10
Produce written communications	Format reports C-1	Compose memos *C-2	Design specialized formats C-3	Keyboard letters C-4	Prepare contracts C-5	Duplicate written communications C-6				
Perform scheduling activities	Set up internal meetings D-1	Set up external meetings D-2	Maintain calendar *D-3	Make travel arrangements D-4	Update E-mail D-5					
Process mail	Sort incoming mail *E-1	Route mail E-2	Maintain mail log E-3	Process outgoing mail E-4	Prepare specialized mail E-5	Send FAX E-6				
Assess own staff development	Assess own training needs *F-1	Complete training plan F-2	Apply for training F-3	Attend training F-4	Evaluate training F-5					

*Key tasks are in bold

Secretary

SKILLS AND KNOWLEDGE

Computer skills	DOS applications
Windows applications	Keyboarding
Word processing	Transcription
Composing letters/memos/reports	Communication skills (oral and written)
Listening skills	Public relations skills
Decision making skills	Interpersonal skills
Organization skills	Basic math skills
Telephone techniques	Adding Subtraction
Proofreading skills	Multiplication Division
Time management skills	Percentage

BEHAVIORS/TRAITS/ATTITUDES

Team player	Work independently
Common sense	Adaptable
Positive attitude	Self-directed
Cooperative	Assertive
Flexible	Conscientious
Self-starter	Dependable
Sense of humor	Confidentiality
Dedicated	Anticipate long-term needs

TOOLS AND EQUIPMENT

IBM or compatible computer	Printer
Copy machine	Calculator
Electric typewriter	Voice mail
Fax	

TERMINOLOGY AND ACRONYMS

PC - Personal Computer	FAX - facsimile
E-Mail - Electronic Mail	DOS - Disk Operating System
IBM - International Business Machines	FYI - For Your Information
ASAP - As Soon As Possible	CC - Courtesy Copy
UPS - United Parcel Service	FedEx - Federal Express

REQUIRED SAFETY CONSIDERATIONS

Ergonomics	Carpal Tunnel Syndrome
Eye Strain	Lifting
Employee Right to Know	